

SUCCESS CRITERIA: WHO AM I?

1. Chosen scientist is relevant to the field of electricity. (K/U)
2. All students within a group have chosen a research area. (C)
3. All research is completed using the graphic organizers provided. (C)
4. All research is relevant to the topic. (K/U)
5. All facts are documented using appropriate sources (Wikipedia may not be used as a source). (C)
6. All sources are provided in a bibliography. (C)
7. The presentation style chosen is interesting and well laid out. (C)
8. All students are performing their roles in the creation of the final project. (C)

(K/U) Knowledge/Understanding= /2

(C) Communication= /6

Total = /8

Explanation of Evaluation Key for Final Product

5 - Excellent

Finished product is exemplary and shows clear, focused understanding of the activity/product/project. There is clarity and focus and the material is engaging. Students completed all objectives for the activity/product/project completely and thoroughly. The works shows insight and creativity. The organization enhances the central ideas of the activity/product/project.

The student/group works exceptionally well, is organized, helpful, creative and has lots of ideas to share with the rest of the groups. This individual/group always stays on task.

4 - Very Good

Finished product is clear, focused and interesting. The material is interesting. There is clarity and focus. All the objectives for the activity/product/project were completed but lack thoroughness. Finished product shows creativity. Organization of the material is good.

The student/group in this category works very well and is organized, helpful, creative, and shares ideas with the rest of the groups. This individual/group generally stays on task.

3 - Fair

The finished product is clear and focused. The ideas presented are easily understood. Some of the objectives for the activity/product/project are supported although in a limited fashion. Organization is clear. Finished product shows some creativity.

The student/group in this category works well, but is not organized and needs help focusing on the main issues. Student/group needs help staying on task.

2 - Weak

The finished product is unclear and disorganized. The ideas are inconsistent or skeletal. The objectives for the activity/product/project are not sufficiently supported with content. The work lacks creativity.

The student/group in this category lacks organization and needs to be constantly prodded by the teacher to get to work.

1 - Unsatisfactory

The finished project is off the mark and lacks a central idea or purpose. Organization of the material seems haphazard and disjointed.

The student/group is not focused. The student/group seem to lack a sense of involvement or commitment to the product/activity/project.

Name of Student: _____

	Assessment Points Possible	Achieved
1. The student is supportive and considerate of group members.		
2. The student is an active listener.		
3. The student is prepared for group work.		
4. The student is able to support his opinion with clarity and tact.		
5. The student enables all group members to participate.		
6. The student is able to disagree in a tactful manner.		
7. The student completes his tasks on time.		
8. The student produces quality work.		
9. The student is able to compromise when necessary.		
10. The student assisted the group with staying on task.		
11. The student did his share of the work.		
12. The student contributed ideas and suggestions to his group.		

Student Self-Evaluation

Using "5" as the highest degree and "1" as the lowest, decide to what degree you were successful in each of the following areas:

	Circle one number				
	Low				High
A. Adhering to the rules					
• understanding and following the agreed upon procedure for the group discussion	1	2	3	4	5
B. Contributing					
• helping the group plan its activities	1	2	3	4	5
• helping others to achieve group goals	1	2	3	4	5
C. Working cooperatively					

- understanding my responsibilities in the group 1 2 3 4 5
- accomplishing my tasks (collecting information, organizing data, etc.) 1 2 3 4 5
- helping to avoid or settle disagreements 1 2 3 4 5
- helping the group stay on topic and accomplish its objectives 1 2 3 4 5

D. Communication

- making relevant statements 1 2 3 4 5
- supporting opinions of group members with facts 1 2 3 4 5
- using appropriate vocabulary when stating views 1 2 3 4 5
- organizing my thoughts before and while speaking 1 2 3 4 5
- seeking information (asking for facts, expansion, or others' views) 1 2 3 4 5
- clarifying statements (restating ideas, using examples) 1 2 3 4 5
- summarizing (pulling ideas together, offering conclusions) 1 2 3 4 5

What is your overall evaluation of your contribution to the group effort?

Checking Out My Social Skills

Place a check (✓) in the boxes which you feel apply to you.

- ☐ I said things which made my partners feel good about themselves.
- ☐ I tried to smile even when I wasn't in agreement with another person's ideas.
- ☐ I was a good person to have in the group because I made other people feel good.
- ☐ It felt great to make other people happy.
- ☐ I made an effort to disagree in an agreeable way.
- ☐ I made sure that my voice didn't get TOO LOUD!
- ☐ I politely told other people to stay on task.
- ☐ I was nice when I told others that it was getting too noisy.
- ☐ I helped tidy up.

Please answer these questions in the spaces below:

1. What were some of the things you said when you disagreed in an agreeable way?

2. What could your group work on next time to work together better?

B. Bennett, C. Rolheiser-Bennett, L. Stevahn. *Cooperative Learning: Where Heart Meets Mind* .
1991.